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ABSTRACT

A study of the training of the in-company trainer of young people in Ireland was conducted from January through March 1988. Directors of training and the trainers themselves were interviewed in 15 companies. An additional 50 trainers responded to a mailed questionnaire. Trainers were primarily men in their thirties with a background in teaching, personnel work, or a technical area. The competencies trainers need were identified as follows: understanding of basic learning theory, a wide range of instructional techniques, analytical skills to identify the knowledge needed by the trainee and the skill content of the job, understanding of attitude development, program planning skills, record maintenance and monitoring skills, flexibility, and good rapport with trainees. Gaps between the competencies trainers possess and those they need were identified in all of these areas. The following trends were identified: the need for trainers to develop skills to a high degree; open learning for theoretical training combined with practical "hands on" training; need for a more competitive industrial spirit in Ireland, with training making a vital contribution; and the need for preparation of trainers for new technologies. (Four appendices provide a proposed training program for training managers, data tables, the learning cycle for training, and the questionnaire. A listing of seven definitions of words used in the report is included.) (CML)

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CEDEFOP Document

In-company trainers of young people in Irish industry

European Centre for the Development of Vocational Training

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In-company trainers of young people in Irish industry

FAS, Ireland
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A C K N O W L E D G E M E N T S

The Survey Team wishes to express its gratitude to the Directors and Training Managers who took part in the study and made the project possible. The Team should like to extend sincere thanks to the members of the Steering Committee and to Mr. Donal Kerr and Ms. Denise Kavanagh for their valuable contribution.

C E D E F O P I N T R O D U C T I O N

This report on the training of the in-company trainer of young people is one of a series of national reports on this subject, commissioned by CEDEFOP and financed jointly by CEDEFOP and a national authority. Reports were completed during 1988 on the Federal Republic of Germany, Greece, France, Ireland, Italy and the United Kingdom. They are now being published in the original language and English and French. Further studies have been launched in relation to Luxembourg and the Netherlands, while a synthesis report is also being prepared.

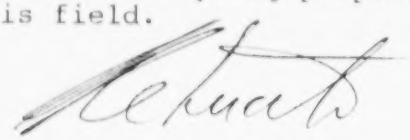
CEDEFOP's work on the training of trainers before these series of studies were launched was of a fairly general nature. A series of national reports on the professional situation and training of trainers in the Member States Communities was published in 1983 and 1984. We have also prepared a paper on the subject at the invitation of the Commission for the Advisory Committee on Vocational Training. In December 1987 a seminar was held to see how national public training authorities organised the training and updating of trainers whom they themselves employed in their own training centres.

The generally accepted view that alternance systems of education and training, such as apprenticeship, the German dual system, contrats formation-emploi etc., should and can play a major role in the improvement of training provision in the future, has often failed to take account of the key questions of whether there are enough trainers with appropriate training and experience within companies to ensure the quality of company-based training in such systems. Hence when a proposal for a study on this subject was made by the (then) Manpower Services Commission in the United Kingdom, CEDEFOP responded positively. CEDEFOP was particularly interested because the original proposal emphasised the value of ensuring a strong Community dimension, with the possibility of cooperation between the research teams involved. As can be seen from the report, each of the national research teams was able to visit two other countries and follow a programme there organised by the research team in that country. There were also three meetings at Community level, the last of which discussed the draft reports. The final reports were prepared on the basis of comments made by colleagues at this meeting. It will nevertheless be noted that the reports are essentially national reports, i.e. written by a research team on or about the systems and problems of their country. The Community dimension although acknowledged by all those concerned to have been of value, does not come through in the reports as clearly as had initially been hoped. To some extent this is not surprising, the arrangements for training of trainers reflect not only the general approach to education and training in the country concerned, but also its economic structure and state of development.

It will be seen that in effect, of the six countries concerned in the initial study only in the Federal Republic of Germany is there any legislative provision which regulates the situation. In Germany one can only be a trainer within the dual system, even on a part time basis, if one has fulfilled certain conditions. In other Member States, there is no legislative conditions, although in the United Kingdom, for example, there is a provision for controlling the quality of training provided, including the quality of the trainers, before organisations receive approved training status in the Youth Training Scheme.

The reports also show the great difficulty in arriving at satisfactory and comprehensible definitions. Even within the defined area of study, it was found that there are very many different groups of trainers, depending upon issues such as the size of the companies concerned, the organisation of the companies' training arrangements etc.

The difficulties encountered underline the obstacles to any overall Community action in this field. However all the participants in the exercise were as convinced at the end as at the beginning, of the need for much greater attention to be paid by companies and public authorities to improving the quality of the trainers of young people, and CEDEFOP will continue its work in this field.



Enrique Retuerto de la Torre
Deputy Director

Berlin, March 1989

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CONTEXT

As a newly industrialised country, Ireland has a relatively large proportion of the working population (16%) in the agricultural sector. Industrial employment has stabilised at approximately 28% of the workforce, while the services sector, including a relatively large public sector, accounts for the remaining 56%. Unemployment rose rapidly (by almost 80,000 or 50%) between 1982 and 1986. The rise has now ceased and the most recent figures show a slight decline in the numbers unemployed. There will be a major effort over the next few years to reduce the numbers on the long term register and training is considered to have an important role here. The continuing need to provide high-skill new technology training programmes was identified in the Government's "Programme for National Recovery" as being pivotal to future economic growth and employment creation. Training is seen as crucial in the Ireland of 1988. Training in industry is, to a large extent, the key to the achievement of economic competitiveness. The trainers of young people in industry have a vital role to play and need to be given the necessary training.

The purpose of this report is to shed light on the role of the in-company trainer of young people in Ireland. Previous work sponsored by CEDEFOP appeared in a series of national reports[1] which were drawn together in a synthesis report by Benoit Thery (1983)[2]. A number of issues were highlighted and are taken up in this present report.

The need for computer training for trainers has been highlighted over and again. "Instructors should be aware of the facts of computer aided technology in order to make decisions about their use based on reality and not rumours or in-built fears.[3]" The report produced by the U.K. (1983) pointed out a number of essential areas for the development of trainers, among them: skills of counselling and guidance, personal and vocational; skills in the assessment of trainees, and the evaluation of programmes and schemes, on-the-job and

off-the-job. The Irish report brought out in the same year made the point that an adequate supply of competent and committed trainers was an essential element for industrial growth in Ireland. The recent U.K. report "Training of trainers of young people in companies" (1988)[4] recommended strongly that training be looked on as an investment for the future and that it be given national recognition. The social partners were seen to have a definite role in vocational training in a recent document produced by the Irish Productivity Centre[5]. This document strongly recommends the establishment of standards and certification in relation to training particularly in light of the mobility of labour within the EEC and in the context of the completion of the market in 1992.

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1 The vocational trainer of young people in Ireland - CEDEFOP 1982.

2 Professional situation and training of trainers in the Member States of the European Communities - Synthesis Report - CEDEFOP.

3 Ricketts, Computer Assisted Training, 1981 p.62.

4 The incompany trainer of young people in the United Kingdom 1988.

5 The role of the social partners in vocational education and training including continuing education and training in Ireland.
T Murphy and A Coldrick I.P.C. Dublin 1987, published by CEDEFOP.

CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

This report deals with the role of the trainer of young people in Irish industry. The project set out to shed light on the following questions. What is the profile of the in-company trainer of young people? What competencies do they have? What competencies do they need? What are the major gaps in relation to their qualifications and training? While a relatively small number of trainers was involved in the study it is hoped that the compilation of attitudes and suggestions in this report will provide valuable pointers to the shape of the future role of the in-company trainer of young people.

METHODOLOGY

In all 65 companies took part in the study. The Directors of Training and the Trainers were interviewed in 15 companies while a further 50 Trainers completed a postal questionnaire. The results are presented in two separate parts in this report. Part 1 dealing with the case studies and Part 2 dealing with the postal survey findings. The total research exercise was conducted during the period January - March 1988 and a desk analysis carried out on the data. Regarding table presentation the following should be noted: Firstly, respondents were free to give more than one answer to some questions and for this reason the total given is greater than the number involved. Secondly, information is incomplete in relation to some replies due to a combination of non-applicability and non-response.

The project was carried out by FAS in conjunction with the Irish Institute of Training and Development.

Who are the trainers and what are their competences?

The trainers in the main were found to be men in their thirties with a background in teaching, personnel work or in a technical area. They had levels of competence in the following areas:-

* Technical expertise and qualifications in relation to their own skill
* Relevant educational qualifications
* Human relations skills
* Instructional training ability

What competences do trainers need?

* An understanding of basic learning theory i.e. how young people learn
* Instructional techniques - to communicate effectively
* Analytical skills to identify the knowledge needed by the trainee and the skill content of the job
* Advanced technical expertise and knowledge of new technology
* An understanding of attitude development in relation to the trainees
* Ability to use a wide range of techniques eg. role play, project setting, discussion leading
* Programme planning skills - setting long and short term objectives.
* To set and maintain records, to monitor the progress of the trainees and to evaluate the programme
* To adopt a flexible approach and to adapt the programme to suit the individual - person centred approach
* To establish a good rapport with the trainees, which is the vital thread running through all of the above.

Mismatch between competences possessed and competences needed?

The following gaps would appear to exist in the competences trainers possess and those they actually need.

* Greater development of the human relations aspect. (The trainers in the survey felt particularly strongly about this)
* Opportunity for acquiring more advanced levels of technical expertise and knowledge of new technology
* Programme planning, monitoring and evaluation skills
* Knowledge of a wide range of training techniques
* An understanding of basic learning theory and attitude development in relation to young people
* Analytical skills to identify the knowledge needed by the trainee and the skill content of the job

Present and probable future trends?

* Trainers need and will need, more so in the future, basic core skills developed to a high degree. This "tool-box" of skills provides techniques and training skills for a wide range of situations and individual needs.
* Open learning will be utilised for theoretical training combined with practical training in a "hands on" situation.
* The emerging importance of continuing training will require that the State devote more attention to assisting trainers in the workplace.
* In a European context, particularly regarding the removal of tarif barriers in 1992, there is a need for a more competitive industrial spirit in Ireland. Training has a vital contribution to make - to raise quality standards, to improve work practice, to maximise productivity cost competitiveness.
* The need for training in relation to new technolgoy will become more and more vital in the future and trainers will have to be prepared for this development.

RECOMMENDATIONS

(1) That the human relations aspect of the training of young people be given its due importance and that modules be developed and imparted to trainers.

(2) That steps be taken to introduce certification (in relation to trainees and trainers) in the many work areas in which it does not exist at present.

(3) That a range of specialised refresher courses be designed and made available to trainers in industry - in order to achieve (1) standards of excellence in technical expertise and (2) skills in relation to planning, monitoring, evaluation etc.

(4) That steps be taken to bring trainers in industry up to date with developments in new technology

(5) That use be made of Open Learning in relation to the training of trainers.

(6) That the full backing of management in industry be sought for the future development of trainers and that financial support be sought from the relevant national agencies.

DIRECTORS' VIEWS - A SUMMARY

There was a general consensus of opinion that "good teaching skills" ranked highest in their priorities. A good trainer must have leadership qualities if he is to motivate and influence. However, these requirements are totally neglected if technical incompetence was evident. Technical competence in turn, was of little use if communication skills were less than desirable. Fortunately, two thirds of the directors surveyed felt their respective trainers reached the criterion.

Characteristics of a Good Trainer of Young People

* Ability to communicate effectively and develop rapport
* To motivate trainees
* Good knowledge of own skill
* To maintain a position of authority and control
* To work in a systematic fashion
* Good preparation skills
* Coaching and teaching skills
* To make trainees aware of their strengths
* To correct without undermining confidence
* Ability to influence and change attitudes
* Confidence, tact, patience, empathy, maturity
* Ability to praise and reward effort
* To know and understand trainees
* Interest in young people

Directors felt greater emphasis should be placed on the "human" aspect assuming the above qualities were present. While it should remain a teacher/student relationship with ability to control and command respect, this could still be done with an intelligent, psychological approach. Trainees should be able to grow in self awareness and self confidence if corrected, without damaging their developing self-assurance and assurance which would inevitably blossom in such an atmosphere. Praise

and reward for honest effort expended should be the order of the day, resulting in high motivation on the part of the trainees. Each student should feel he is an integral part of the group, yet his personal status is never diminished. Tact, sensitivity and approachability rated as essentials if the trainers were to succeed.

Message:

"People are more important than things/machines".

TRAINERS' VIEWS - A SUMMARY

Firstly, let us identify the trainers. They were experienced personnel, working part-time or full-time as trainers and trained for this task. Actual training in counselling of young people was held by one third only however. Many saw themselves as working full-time as trainers in the future but the ideal situation for some would seem to combine their normal skilled job, with training in a part-time capacity.

Top of their list of priorities came "good rapport" with young people. Once the atmosphere was right, communication was easy, leading to a bonding of the group, with its subsequent loyalty etc. Age of student appears to be irrelevant, once the interest is caught and held. Adaptability and receptivity seemed characteristics of all students in the right setting, not just the prerequisite of the young. As to the trainers themselves, proof of their dedication and interest was evident in the many courses attended in the three years prior to survey.

Courses/Conferences Attended

Irish Institute of Training & Development Courses
Technical course in U.S.A.
Technical course in Ireland
Office Management at the Irish Management Institute
Time Management
Personal Development
Office Administration
Innovations in training
"New Age" thinking course
Participative training methods
Irish Management Institute course on training/personnel
In-house training meetings

Rating of Factors in the Training of Young People

1. Having a good rapport with young people.
2. Up-to-date knowledge of the skills involved.
3. Having good teaching skills.
4. Having a good knowledge of the company.

Apart from identifying with the young and tailoring their message accordingly, they found the message is the same, just the audience varies, be it older or younger, just cater for the need of both. In/service courses help here, provided good teaching skills and good communication skills are already present. Whereas the young are more out going and adaptable, receptive to new ideas and information; the older trainee has much to offer in experience and maturity. With older people, the teaching situation is more controlled, the pace slower and generally quieter. Hence, adaptability on the trainer's part, is the keynote. Were there any signs of complacency? None at all. Outside courses, on a regular and frequent basis were deemed essential, to

acquire an update of techniques in training approaches. Just to meet others in a similar situation to swop ideas held great appeal. Particularly relevant because of the job situation in Ireland, they wished to acquire any new insights into methods which would help young people to fit into the work situation better, "to use the route they are familiar with".

Characteristics of a Good Trainer of Young People

To have a good rapport with young people/to communicate well/to empathise.

To understand how young people think, their needs and problems.

Particular qualities to help good interpersonal relations.

High standard of technical ability.

Motivate/inspire positive attitude.

Presentation skills/coaching and teaching skills.

How would they rate a good trainer?

Someone who can communicate with teenagers and middle-agers alike. It is important to remember trainees are individuals, with varying needs, hence trainers must allow a certain leeway while maintaining a firm approach nonetheless. A good trainer should be able to gauge the rate of progress accurately, setting attainable goals, regardless of

age. Tolerance and respect is essential, on both sides, which means respecting their views even if they are grossly at cross-purposes with those personally held. Their aim should be:

"to aid them to become all they are capable of being".

This would involve an ability to bring out their skills and develop same. Just as one can communicate boredom so easily, enthusiasm is equally communicable - they are enthusiastic if given the chance.

A trainer, in the eyes of the directors and trainers interviewed, needs to have both technical and human relations skills. The human relations side which was seen to be in greater need of development, covers a broad area involving good rapport together with an understanding of individual personalities, good listening skills, a sensitivity to needs and feelings, an ability to show enthusiasm, to motivate and inspire confidence. Good human relations also requires keeping firm control and monitoring progress in a professional way. The trainer must plan and organise the training path of each trainee and give feedback, keeping to tasks that the trainee can understand. Good human relations demand an open, flexible approach with good interpersonal skills, gaining the trust and commitment of the trainee.

Young people thirst for justice and have a strong sense of fair play, so justice must be seen to be done, but in a friendly way. Bearing in mind that young people find it difficult to leave the school-room ethos/discipline and enter a working environment, trainers should have a sincere interest in the trainees, while recognising their inexperience and eagerness to learn. Pitfalls trainers must avoid include, becoming too academic and hence

isolated and also becoming too rigid in their views and teaching methods. Discussion should be encouraged, discussion of training plans and ensuing problems. Encourage openness - Glasnost is in!

Previous Occupations of Trainers

Teacher/personnel
Technician/tradesman
Manager
Quality control/supervisor
Secretarial
Machine operator

Comparison of Views

Both directors and trainers agree on the importance of good teaching skills and good communication skills as basic requirements but the "human" aspect is an even stronger bond in the two views. Whatever relationship is established at the outset will colour the views of trainer and trainee alike and ultimate success lies here. A lot is demanded of the trainer - he has to be a father figure, yet with the tact and sensitivity of a mother and the firmness and authority of a teacher, all done in a work environment. Both directors and trainers agree this is the ideal but an ideal which is realistic and attainable.

VISITS TO
ITALY AND GERMANY

BENEFITS DERIVED FROM VISITS TO ITALY AND GERMANY

Italy

The Irish team found it rewarding to make study visits to small, medium and large sized firms, including a very large co-op in the north of Italy. The team found the concept of work place tutor of particular interest, whereby young people are assigned an employee to take a particular interest in them and their adaptation to the job. The firms we visited were excellent examples of training environments and useful to us, even if they do not, strictly speaking, represent Italian industry in the main.

The team, together with the other teams involved in the CEDEFOP project, visited a residential training school for almost 200 young people involved in the Construction sector. We found this training school quite unique and have nothing similar to it in our own country. It was impressive and provided many learning points for us.

The idea of running short refresher courses for young people (for example, of three or four weeks) featured in a number of the firms and we were of the opinion that this was very positive and that we in Ireland could follow this trend.

In terms of gaps observed, we felt that there was a need for a more formal certification of the trainer in Italy and also, that formal training for young people should be introduced into the firms lacking it. It was the view of some of our Italian colleagues that a combination of training on and off-the-job might be the best approach combining training resources inside the firm with those brought in from outside. We were informed that many employees did not particularly want

to become trainers if there was no financial incentive involved and for this reason the arrangement whereby the trainer combined this role with other ones would probably be the better one.

Germany

We found the German system of apprenticeship most impressive indeed and the way in which vocational training is so well organised throughout industry. The deep roots training has in industry was an important learning point for us. Training is regarded as necessary and introduced and maintained as a sine qua non.

We visited a number of firms in West Berlin of varying sizes with excellently run training departments. The high status and influence of the "trainer" was very much in evidence as was the pride of the young employees we talked to in gaining their diplomas and good marks in their examinations. The training of young people is highly institutionalised and highly respected by the trainers and young people alike. We have much to learn from the German system.

It was gratifying to see training in the small, medium and large firms so well established at relatively little cost to the State. This showed us that training does not necessarily have to be heavily financed by the State in order to exist in companies as is the situation in our own country, Ireland. It was hard to find any flaws with the German system of training young people. Perhaps, a well established system breeds its own rigidity? But then again that is probably a small price to pay for such a professional set-up.

SURVEY FINDINGS:

PART I

SURVEY FINDINGS

The Directors of training interviewed considered a good trainer to be someone capable of communicating effectively and developing rapport. They wanted them to motivate the trainees, to understand and take an interest in them. Ideally, they expected trainers to possess many personal qualities e.g., patience, tact, maturity and to be capable of influencing young people and changing attitudes. Coaching, teaching and presentation skills were also expected to be of a high standard. In addition, trainers are required to be technically competent. The Directors of the training function are more aware of the gaps in relation to the human relations development of the trainers than in relation to technical skills.

Two-thirds of the Directors were of the opinion that their own trainers had the characteristics they regarded as essential already, even if they felt that other trainers lacked them. "To have good teaching skills" ranked first as the most important factor among the Directors regarding the requirements of a trainer.

TABLE 1

Number of Young People Under 25 years Being Trained in the Companies (for at least 6 months and leading to a recognised skill)

No. of Young People	No. of Companies
50 or under	5
51 - 100	3
101 - 200	2
200+	1
No reply	2

TABLE 2

Number of Trainers Dealing with Young People

No. of Trainers	No. of Companies
1 - 10	7
11 - 20	1
21 - 30	5

TABLE 3

Characteristics of a Good Trainer of Young People

* Ability to communicate effectively and develop rapport
* To motivate trainees
* Good knowledge of own skill
* To maintain a position of authority and control
* To work in a systematic fashion
* Good preparation skills
* Coaching and teaching skills
* To make trainees aware of their strengths
* To correct without undermining confidence
* Ability to influence and change attitudes
* Confidence, tact, patience, empathy, maturity
* Ability to praise and reward effort
* To know and understand trainees
* Interest in young people

The above table provides a summary of the characteristics of a good trainer of young people as indicated by the Directors.

"Ability to communicate - to get on with people, patience and ability to reward and praise effort."

"...very important to have a flair with young people and to develop a rapport."

"Knowledge of people - their individual needs and what makes them tick".

"Two-thirds of the respondents maintained that their trainers had the characteristics they regarded as necessary already."

Are there any skills or abilities you feel your trainers of young people need?

"Formal presentation skills need improvement"

"Need an up-dating in the area of technical skills"

"Overall study of methods - work study techniques, setting and achieving production targets"

"More competence and tact"

"Communication skills - listening effectively"

"Coaching and counselling skills"

"... Ability to see strengths"

"Man management techniques"

"Improvements in training methodology"

"To take more interest in the young people and their special needs."

Rating of Factors in the Training of Young People

Having good teaching skills	6
Having a good rapport with young people	5
Up-to-date knowledge of the skills involved	2
Having an understanding of the company	-

Top of the list came "having good teaching skills"
None of the respondents regarded "having an understanding of the company" as the most important factor.

Regarding attendance at courses outside the company all the companies except one had sent their trainers on courses. Of those who attended some 60% of the trainers received certificates at the end.

Eight of the respondents considered the position of trainer as a long-term career for a person. The remainder were either unsure or replied in the negative. Some quotations are provided below:

"Yes, a good and long term career"

"No, as people reach experience levels the 'trainer' phases out"

"Fits in well with the personnel function"

"For some people, yes."

The Directors of training were asked for any additional comments. These in the main reinforced views already expressed. Some examples follow:

"People are the number one resource"

"The trainer in this company is the most important person in the middle management structure. The reason for this is that a well trained person influences the working group".

"There will be a different approach to training in the future - more flexible because of the changing workforce and technology."

"We value people coming in from the field to the training departments - the experience they get in training makes them very valuable when they go out again into the field."

Summary of Trainers' Survey:

The trainers in the survey were well established in their companies, mostly full-time in the training function and trained for this task. However, only a third had been developed to deal with young people or to provide counselling to them.

As regards experience - they had on average fifteen years experience as skilled worker, ten years a trainer and seven years on average as a trainer of young people. The group was divided regarding preference for training full-time or combined with own skilled job. Less than one third were members of the Irish Institute of Training & Development.

Almost all saw themselves as trainers in the future, though some of them saw themselves training in a part-time capacity.

Interestingly, having a good rapport with young people came top of the list of the four elements presented to the trainers. Almost all provided training both on and off-the-job and used a variety of teaching aids.

Eight of the fourteen companies had sent young people, amounting to 570, on courses during the previous twelve month period. A quarter of these were given certificates on completion of training. Seven of the trainers interviewed were male and seven female. The majority were aged 35 years or under. The positions they held in the company prior to the present one were mainly in the training area at a lower level.

The longest positions they held elsewhere were varied but fell mainly into the areas of training, technical or service type employment. Approximately two thirds had qualifications in addition to their training ones.

Some trainers reckoned there was little difference in training young people or older people while others were of the view that young people are different - more adaptable, willing to receive instructions, more receptive etc.

The 14 trainers in the Interview Survey emerged as people well established in their companies, mostly full-time in training and trained for the training function.

Figure 1 Full and part-time trainers

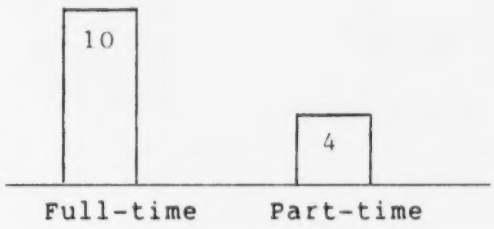
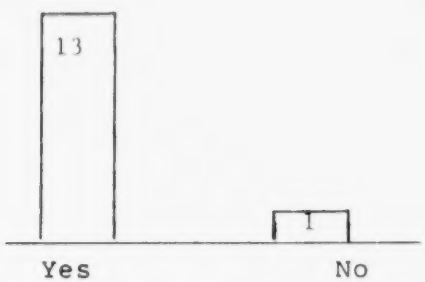


Figure 2 Trained as a trainer



Half of the trainers interviewed were male and half female. The age distribution is shown in Table 4 below.

Table 4

Age	Number
25 years and under	2
26 years - 35 years	7
36 years - 45 years	1
46 years - 55 years	1
55+	2

Over half the trainers had been employed in their present companies for a period of ten years or less and had held positions listed in Table 5 during that time.

Table 5

Previous positions held in-company

Training Instructor	9
Supervisor/Inspector	5
Foreman/chargehand	2
Craftsperson	2
Technician	2
Admin/Finance	4
Machininst	2
Personnel	1
Shop floor	1
Other	5

The trainers were asked to state the longest position they had held elsewhere prior to joining their present companies. In the main they had worked as training instructors or in clerical occupations. The full range of replies may be seen in the Appendix.

A list of the non-training qualifications of the trainers interviewed may be seen in the Appendix. Many of these qualifications are linked to the training function e.g., time management and general management skills, while a smaller proportion are more generalist in nature e.g., Member of the Institute of Occupational Health.

The trainers were asked to specify the courses/conferences they had attended during the past three years and a compilation of these is given below.

Courses/Conferences Attended

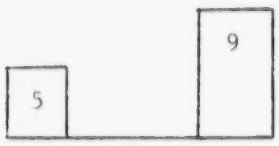
Irish Institute of Training & Development Courses
Technical course in U.S.A.
Technical course in Ireland
Office Management at the Irish Management Institute
Time Management
Personal development
Office administration
Innovations in training
"New Age" thinking course
Participative training methods
Irish Management Institute course on training/personnel
In-house training meetings

The first range of courses attended by trainees in the course of their own formation as trainers may be seen in the Appendix.

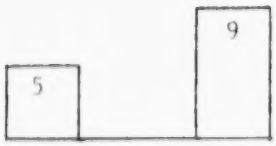
Tables in the Appendix show the number of years experience the trainers have as trainers, as skilled person and as trainers of young people.

Only approximately a third of the respondents had been trained specifically as trainers or counsellors of young people.

Trained as a trainer of young people?

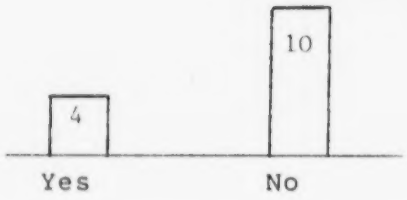


Trained to counsel young people?

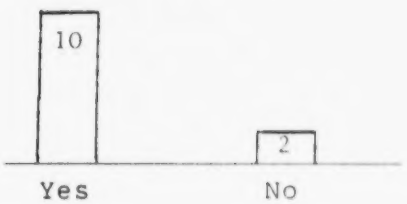


When asked if they had their choice would they prefer to work at their own skilled occupations, to train people or to be engaged in a combination of both - half picked a "combination of both" followed by "to train people". Only one trainer wanted to go back to his own job exclusively.

Member of Irish Institute of Training & Development?



Want to continue working as a trainer in future?



(N=12)

Mainly as a trainer = 7
Partly as a trainer = 5

Eight companies had sent young people on courses during the 12 months prior to the survey and almost a quarter of these received certificates at the end.

The trainers were asked to rate four factors in relation to the training of young people. The factors receiving a number one rating are given below.

Rating of factors in the training of young people

Having a good rapport with young people	6
Up-to-date knowledge of the skills involved	3
Having good teaching skills	3
Having a good knowledge of the company	2

As can be seen a "good rapport" came top of the list. Some respondents elaborated on the training of young people.

"You must communicate to 16 year olds in a different way to 35 year olds to get the rapport going."

"Young people are more adaptable and prepared to listen. They do not fear change and they are more readily prepared to take and receive instruction."

"Need to take more time with them. Cannot take things for granted - Practical Examples needed."

"Young people pick up ideas faster - more receptive. Older people find it hard to sit down. There is a need to recognise the experiences of older people. Young people do not need as much participation. The situation is more controlled with older people."

"Younger people enjoy participation - no inhibitions and love to perform. The pace is slower with older people - really not the same."

Different kinds of motivation are needed with young people to find out their needs and desires and work on them in this manner.

Response to: Are there any ways in which you could be helped to be a better trainer of young people?

"I would welcome outside courses to view and appreciate techniques that we might not be doing in-house. To see what others are doing".

"To get an update of techniques in training approaches - every five years by FAS".

"To attend training course "X" in London".

"To keep myself updated - by reading training manuals and going on at least one development programme each year".

"To get insights into the methods that help young people to fit into the work situation - use the route they are familiar with".

In your opinion what makes a good trainer?

"Bringing yourself down to their level, an understanding of how they are feeling - pass on knowledge to them in a way **they** understand. Trainers can get full of knowledge and jargon - talking about people as numbers".

"Being able to motivate - being a leader and controlling planning/organising (all aspects of these)".

"A good willing listener having an understanding of different values".

"To have knowledge of individuals and their personalities. The ability to bring out the skills that they have and develop same - being able to relate to individuals and gain their trust and commitment".

"Need to have a different approach to young people. How you treat them will effect their whole lives - A gentle but firm approach.
You must phase their technical training - can snow them under and saturate them.
I move them around every three months. Very basic training at first - only after a year will I move them into the high-tech area. If you go too quickly you snow him and you ruin him".

"Understand the young people and the way they're thinking and settle them down.
Understand their small problems".

Someone who is enthusiastic and sensitive to people's feelings and supportive of young people.
Trainers can become so confident that they lose their sensitivity - be a "people person".

"Good interpersonal skills - the young people can be very nervous - give them a chance to settle in. Don't give too much all at once. Give them the time. Instructors should be with them all the time. The more time we invest the better the pay back was for us".

"Ability to impart skill/knowledge. To be fair/firm in a friendly manner".

"Patience - Treat as individuals".

"A trainer is a person with presentation/demonstration skills and a good planner who organises well - a good communicator and one who listens to people and understands each individual person and his attitudes - an ability to help people change".

"Good background technically and practically -
Understanding of people as individuals".

Conclusions

A trainer, in the eyes of the Directors and trainers interviewed, needs to have both technical and human relations skills. The human relations side which was seen to be in greater need of development, covers a broad area involving good rapport together with an understanding of individual personalities, good listening skills, a sensitivity to needs and feelings, an ability to show enthusiasm, to motivate and inspire confidence. Good human relations also requires keeping firm control and monitoring progress in a professional way. The trainer must plan and organise the training path of each trainee and give feedback, keeping to tasks that the trainee can understand. Good human relations demands an open, flexible approach with good interpersonal skills, gaining the trust and commitment of the trainee.

Competence a 'good' trainer needs to have:-

(a) Good communication skills (establishing rapport, listening with empathy)

(b) Mixed bag of human relations skills (leadership, maturity, positive attitude, building trust, ability to stand back and see production and training together)

(c) Technical skills - a high standard of technical competence, knowledge of work study.

(d) Good teaching skills - firmness with fairness, analytical, instructional and coaching skills, facilitating different learning styles, ability to reward and praise effectively.

S U R V E Y F I N D I N G S:

PART II

Survey of Trainers of Young People in Industry

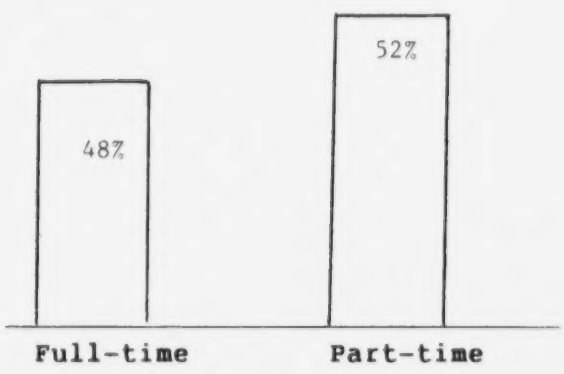
Fifty trainers completed a questionnaire on issues related to the training of young people. Half of the companies involved were located in Dublin while the others were scattered around the country. Seven industrial sectors were represented as can be seen in the Appendix. Eight out of ten of the trainers who completed the questionnaire were male and two out of ten were female. The age breakdown is given below.

TABLE 6
AGE OF TRAINERS

Years	Percentage
25 or under	4%
26 - 35 years	33%
36 - 45 years	30%
46 - 55 years	24%
55 + years	9%
TOTAL	**100%**

N=46

FULL AND PART-TIME TRAINERS



The majority of the trainers had been working in the area of training for 15 years or less. A similar picture emerged in relation to the length of time they had been training young people (see Appendix).

DID YOU RECEIVE ANY SPECIAL TRAINING YOURSELF TO TRAIN YOUNG PEOPLE?

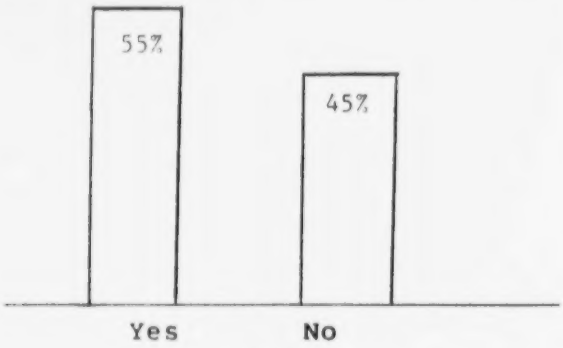


TABLE 7

Characteristics of a Good Trainer of Young People

Characteristic	Percentage
To have a good rapport with young people/ to communicate well/to empathise	26%
To understand how young people think, their needs and problems	20%
Particular qualities to help good interpersonal relations	19%
High standard of technical ability	15%
Motivate/inspire positive attitude	13%
Presentation skills/coaching and teaching skills	7%
TOTAL	**100%**

N = 88

Eighty-eight replies were given in relation to the perceived characteristics of a good trainer of young people. Top of the list came the concept of having a good rapport, being able to communicate well and to empathise. A compilation of the replies may be seen in the Table above and what is most striking is that 78% of all replies refer to a human relations consideration and only 22% to characteristics of a technical or teaching nature.

Some quotations follow:

"To inspire self-confidence and a positive attitude to life and work"

"A sincere interest in the trainees and the ability to communicate effectively at their level"

"Treat the young people as equals. Give professional example as a role model"

"Patience, an ability to relate ..."

"Well developed teaching skills - articulation, explanation, empathy, flexibility and a sound understanding of relevant principles".

"A person with good communication skills who can relate to young people. He/she must also know the training subject well"

"Recognising that their inexperience and lack of skills does not stem from lack of eagerness to learn - having empathy with the young people"

TABLE 8

Do you think, in general, that trainers of young people in Ireland have these skills?

	%
Yes	36%
No - Need for Further Development	49%
Don't Know	16%
TOTAL	100%

N = 45

Half of the trainers in the survey were of the opinion that trainers of young people in Ireland generally lacked some essential skills in relation to their task. Some quotations now follow.

"Future prospects of employment will be greatly enhanced by multi-skilling"

"Trainers should be brought up-to-date with new technology"

"The more academically minded the trainer the less of these skills they possess"

"Greater detail and planning should be given to the selection of the trainers"

"There is a need for trainers to be aware of trends and needs of young people"

"In discussion with other trainers I have found a deep concern and commitment for young people"

"No, I think people at first tend to be enthusiastic but it wears off"

"Big improvement in recent times - the standard is very high"

"Yes, in general they do. I would say 75% to 80%"

TABLE 9

Do you provide advice and counselling to the young trainees if they require it?

	Percentage
Discussion Encouraged	80%
On Induction Only	5%
No Discussion	15%
TOTAL	**100%**

"I do indeed, without them one has not done one's job"
"Yes, always be sincere and try to help them"
"Yes, this is where good rapport and counselling skills are important"
"Yes, it would be pointless without it"
"Always available to the trainee/s, I always evaluate the success or otherwise of the learning"
"Yes, I sit down and discuss training plans with them and other problems they might have"
Yes, I encourage openness"
"No not really"

TABLE 10

Do you think that young people need to be trained in a different way to older people?

Yes	33
No	7
No comment	10
Total	**50**

The following quotations illustrate the type of answer to this question:

"Young people tend to be creative, have high levels of initiative etc. It takes a different training approach to tap and develop their skills."

"Young people find it difficult to leave the schoolroom and enter a working environment. Older people have the work experience, are more receptive and settled."

"Older people often have a rich background of experience and judgement which can be both a resource and a barrier."

"Young people are more keen to learn."

"The expectations of young people are higher - they expect higher quality."

"Older people have a clear idea of what they wish to learn. You need to be more directive with young people."

"Young people were perceived as being in need of a training approach geared to their own needs."

TABLE 11

Which of the following needs to be given more importance in the training of young people?

Having good teaching skills	40%
Having a good rapport with young people	33%
Up-to-date knowledge of the skills involved	25%
Having a good knowledge of the company	2%
TOTAL	100%

N = 48

Four out of ten of the trainers put "having good teaching skills" first. The whole human relations area of rapport/communications/empathy came in second place. This is the reverse of the views regarding the characteristics of a good trainer. It might be that, at this point in time, the trainers feel that good teaching skills are a priority though they still regard the human relations aspects as the most important characteristics of a good trainer.

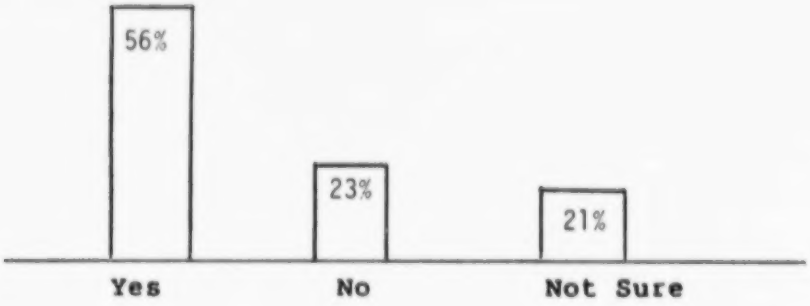
TABLE 12

Ways in which trainers of young people could be helped to do their jobs better.

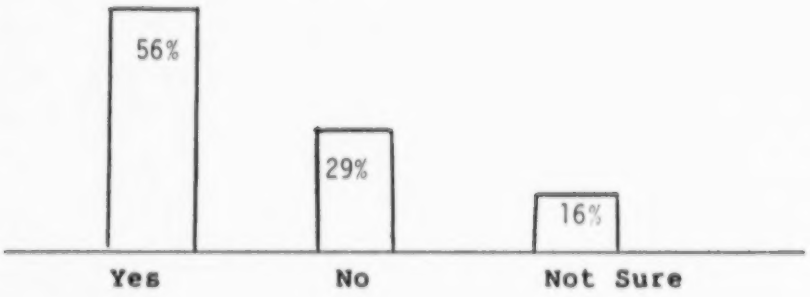
Provision of refresher sessions	12
More contact with other companies and trainers	2
Training in the art of selling training	1
To get guidance from an experienced trainer	1
More use of interactive video	1
More status and power for the training function	1
More support from management	1
Training in selection techniques	1
Improve links with educational system	1
Encourage feed back from the trainees	1
Provision of financial backing for the training of trainers	1
Knowledge of learning theory	1
Licensing of trainers by government	1
TOTAL	24

Some twenty four trainers offered suggestions about ways in which the trainers of young people could be helped with their work. Half of the suggestions involved the provision of refresher courses on a wide range of topics. Some interesting suggestions emerged and these are listed in the table above.

Do you regard the job of a trainer as a career?



Would you like to work indefinitely in the field of training?



The trainers were split regarding whether to consider their own job as a career or not. Over half considered it a career and the same proportion hoped to work indefinitely in this field.

TABLE 13

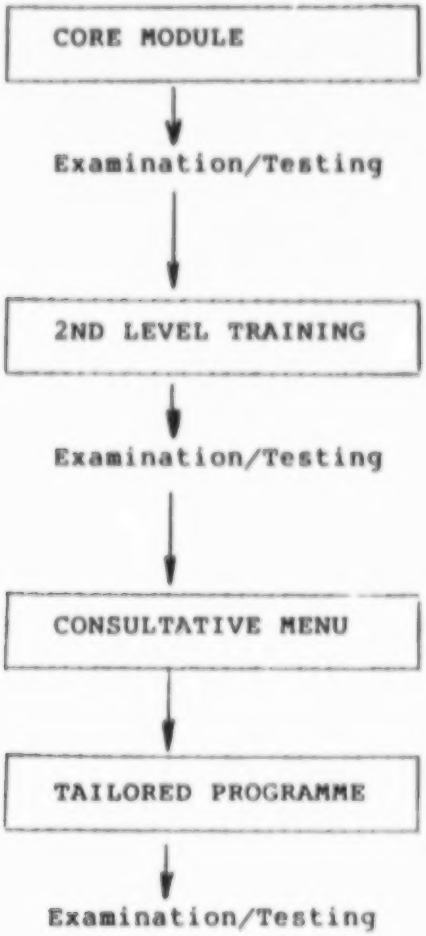
Previous Occupations of Trainers

Occupation	Percentage
Teacher/Personnel	42%
Technician/Tradesman	22%
Manager	12%
Quality Control/Supervisor	10%
Secretarial	6%
Machine Operator	4%
Other	4%
TOTAL	**100%**

N=50

APPENDIX I

The following is a training path for trainers based on the experience of highly qualified trainers of the trainer in Industry and Commerce.



CORE MODULE

(1) The Principles of Systematic Training (Applied to production or end results)

(2) The Learning Cycle (Theory & Practice of Learning, Training)

(3) Induction Training

(4) Analytical Training Techniques

(5) Identification of Training Needs

(6) Instructional Techniques (On and Off the Job)

(7) Planning & Organising Training Programmes

(8) Basic Motivational Techniques

(9) Training Records (Types) (Monitoring Training)

The above should consist of direct inputs, discussion, practical exercises, project work, role play, individual coaching & counselling. Feedback by the tutor to the individual to assist with the transfer should be a priority. Follow-up should also be an integral part of the process.

2ND LEVEL

(1) Identification need and goals of the individual and enterprise.

(2) Training Groups (Group Dynamics)

(3) Interpersonal Skills

(4) Theories & Practical Aspects of Motivation

(5) Facilitation & Coaching Skills

(6) Interaction & Counselling Skills

(7) Learning & Training Styles

(8) Updating Skills

(9) Coping with Change & New Technology

Discussion and practical examples from the trainers situation should be featured. To transfer and reinforce their skills to the workplace the trainee trainer along with the facilitator (Training Adviser/Instructor) needs to discuss aspects of "shop floor" training with the Manager of the enterprise and set project work and targets of achievement (Objective measurement is required here).

CONSULTATIVE MENU

There is a need to explore and develop, build or graft on to the existing expertise of the trainer. The following menu could be consulted and a specific programme tailored to suit the demand.

Personal Effectiveness Training
Teaching Aids and Equipment
Computer Based Training
Distance Learning
Interviewing & Selection
Budgetting/Costing
Organisational Policy
Supervisory Training Techniques
Problem Solving
Course Design
Communications
Research and Library Skills
Information Technology
Safety/Hygiene and Health Requirements
Human Resources Management
Quality Control
Quality Circles
Work Study Techniques
Trainability Testing
Statistical Process Control
Testing Applications
Apprenticeship Training
Personnel Management
Management by Objectives
Critical Path Analysis
Task Teams
Team Building
Team Briefing
Leadership Skills
Further Training Techniques
Updating Training

The list is not intended to be conclusive but rather to act as a guide.

During and after training of the trainer tests should be implemented by a recognised training person or body to assess the standard of the trainer leading to a recognised Certificate or Diploma of Training.

To systematise this Recommended Training Path there is a need for contributions of expertise from Training Bodies and Authorities, Trade Unions, Employer Groups and Educational Bodies.

APPENDIX II

APPENDIX

TABLE A1

Before you joined this company what was the longest position you held elsewhere?

Training Instructor	4
Clerical occupation	2
Electrician	1
Sales Assistant	1
Machinist	1
Manager in Garage	1
Storekeeper	1
Barwork	1

TABLE A2

Number of Years in Company

Years	No. of Trainers
up to 5	4
6 - 10	4
11 - 15	1
16 - 20	3
21+	2
TOTAL	**14**

TABLE A3

Other Qualifications of Trainers.

Computer programmer
Institute of Occupational Health
Kepner Trego Certificate
Time Study Certificate
Instructor Training Programmes
Management Development
Teacher's Diploma in Word Processing
Diploma in Electronics
Certificate in Industrial Management
Certificate in Materials Management
Science Degree
Diploma in Development and Training
Public Speaking

TABLE A4

Years Experience as Skilled Person

Years	No. of Trainers
up to 5	3
6 - 10	6
11 - 15	1
16 - 20	1
21+	2

TABLE A5

Years of Experience as a Trainer

Years	No. of Trainers
up to 5	5
6 - 10	5
11 - 15	1
16 - 20	1
21+	1

TABLE A6

Years of Experience as a Trainer of Young People

Years	No. of Trainers
up to 5	8
6 - 10	2
11 - 15	1
16 - 20	1
21+	2

Courses Attended by Trainers

AnCO Instructor Training Course

Interviewing Skills

Counselling Skills

Course for Training Managers I.M.I.

Psychological testing

"New Age Thinking" courses

Supervisory and Management Techniques

Kepner Trego Course

Time Study

Advanced Leadership

Management Development

Diploma in Word Processing

Diploma in Electronics

Industrial Management

Participative Training Methods
(Guardian Business Sciences, London)

Managing Effective Relationship (listening skills/confrontation skills)

Advanced Training in CCTV

In-company training in garment make-up techniques

WHAT PERCENTAGE OF YOUR TIME DO YOU SPEND ON THE FOLLOWING ACTIVITIES?

Percentage of time	Training Administration	Giving Instruction	Other Training Activities	No Training Activities
0% - 25%	32	26	26	20
26% - 50%	9	12	8	6
51% - 75%	1	-	2	5
76% - 100%	1	4	1	9
TOTAL	**43**	**42**	**37**	**40**

NUMBER OF YEARS WORKED IN TRAINING

Years	Number
0 - 5 years	15
6 - 10 years	13
11 - 15 years	7
16 - 20 years	4
21 - 25 years	3
26+ years	4
TOTAL	46

NUMBER OF YEARS TRAINING YOUNG PEOPLE

Years	Number
0 - 5 years	16
6 - 10 years	14
11 - 15 years	7
16 - 20 years	1
21 - 25 years	4
26+ years	3
TOTAL	45

INDUSTRIAL SECTOR OF COMPANIES

Sector	%
Engineering	44%
Service	22%
Chemicals	16%
Textiles	7%
Paper & Printing	4%
Food & Drink	4%
Clothing	2%
Total	100%

APPENDIX III

PRODUCTION MANAGER - FOREMAN/WOMAN - SUPERVISOR
COMMERCIAL MANAGER ETC

Usually involved with coordinating monitoring and controlling production activities with some training function - Multi roles of management may have some core training skills.

NEEDS

Overall understanding of the training function/policy
interpersonal skills - Human Resources Training

TRAINING INSTRUCTOR

Pure training role in Industry. Recruited usually because of technical expertise - Depending on his/her development.

NEEDS

* Up-dating in Training Skills.
Technology Training

EXPERIENCED WORKER

Usually part-time trainer expected to do the job and train at the same time. Technically competent. May or may not have training skills.

NEEDS

Core Skills of Training
Interactive Skills

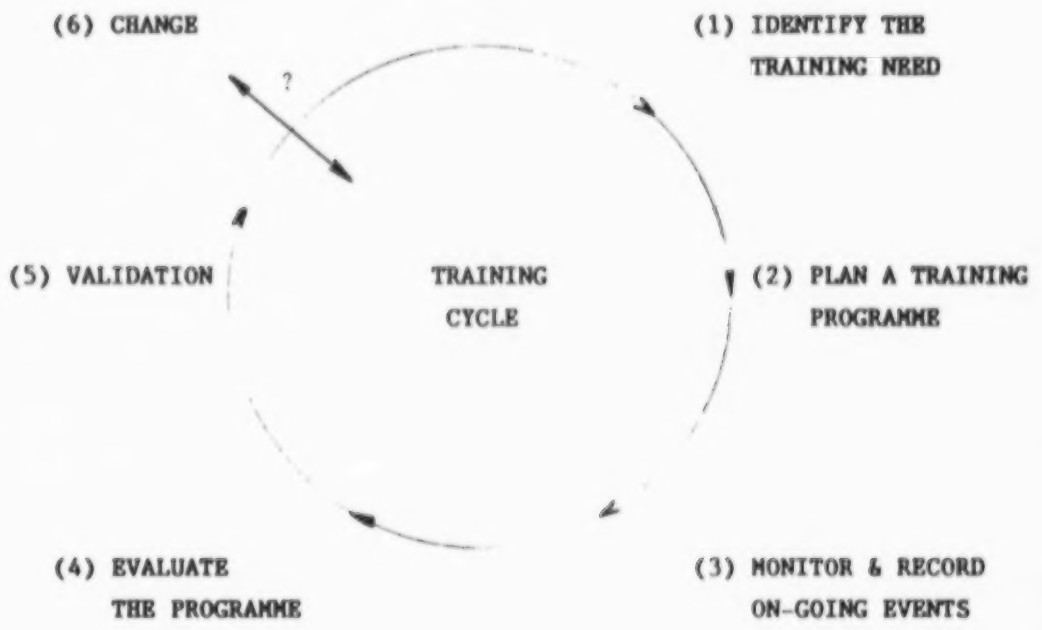
* See Training Path

SYSTEMATIC TRAINING CYCLE

The Systematic Training Cycle is a tried and trusted module for training:

(1) The Individual
(2) The Group
(3) The Task

and if followed thoroughly will give immense benefit in return.



(1) Identify the training requirement of the individual/firm.

What has he/she got?	Not Got?	=	Training
What do we need?	What do they need		Requirements

(2) Develop a Programme of Events which will be cost effective, objectively based, constructive and practically related to both the trainer and the needs of the employer.

(3) Have on-going monitoring for corrective action. Structured records to assess and feedback progress.

(4) Evaluation of the planned objective to measure the individual, the programme and the objectives reached.

(5) Validate the programme in quantitive terms. Is/has it been cost effective?

(6) Change -
Do we need to change anything? (Individual Needs/Programme)
Is there further training required? (Short/Long term)
Has the need(s) been met?

Note: Change can come from two directions internal and external.

APPENDIX IV

SURVEY OF TRAINERS OF YOUNG PEOPLE IN INDUSTRY

FOR ADMIN. ONLY

1 - 4 ☐☐☐☐

1. Are you a full or a part-time trainer?

Full-time ☐ 1 Part-time ☐ 2 — 5

2. What percentage of your time do you spend on the following activities:

Training Administration _____% — 6 ☐

Giving Instruction _____% — 7 ☐

Other training activities _____% — 8 ☐

Other non-training activities _____% — 9 ☐

10 - 11

3. How many years have you worked in training?

years ☐☐ — 10 - 11

12 - 13

4. How many years have you been training young people?

years ☐☐ — 12 - 13

5. Did you receive any special training yourself to train young people?

Yes ☐ 1 No ☐ 2 — 14

If yes, please give details?

15 - 16

_____ ☐☐

17 - 18

_____ ☐☐

6. What do you think, makes a good trainer of young people?

19 - 20

_____ ☐☐

21 - 22

_____ ☐☐

_____ 23 - 24 ☐☐

7. Do you think, in general, that trainers of young people in Ireland have these skills? (Please state your opinion)

25 - 26

27 - 28

8. Do you provide advice and counselling to the young trainees if they require it? (Please comment and elaborate)

29 - 30

9. Do you think that young people need to be trained in a different way to older people? (Please give your views)

31 - 32

33 - 34

10. Which of the following, do you think, needs to be given more importance in the training of young people?

Up-to-date knowledge of the skills involved	35
Having a good rapport with young people	36
Having a good knowledge of the company	37
Having good teaching skills	38

Please insert 1, 2, 3, and 4 in the boxes provided
(1 being for the most important and so on)

11. Are there any ways in which trainers of young people could be helped to do their jobs better?

39 - 40

41 - 42

12. **Do you regard the job of a trainer as a career?**

Yes ☐ 1 No ☐ 2 Not sure ☐ 3 43

13. **Would you like to work indefinitely in the field of training?**

Yes ☐ 1 No ☐ 2 Not sure ☐ 3 44

If yes,

full-time ☐ 1 or part-time ☐ 2 45

PLEASE ANSWER THE FOLLOWING ABOUT YOURSELF

14. **What was your previous occupation or trade?** 46 - 47 ☐☐

_____

15a Sex

Male ☐ 1 Female ☐ 2 48

15b Age

25 yrs or under ☐ 1 49

26 - 35 ☐ 2

36 - 45 ☐ 3

46 - 55 ☐ 4

55 + ☐ 5

15c Industrial sector of company

Construction	☐ 1	50
Chemicals	☐ 2	
Food,drink	☐ 3	
Engineering	☐ 4	
Paper & Printing	☐ 5	
Textiles	☐ 6	
Clothing	☐ 7	
Other	☐ 8	

15d Location:

In Dublin ☐ 1 Outside Dublin ☐ 2 51

16. How many young people (16-25 years) in your company are being trained (for 6 months or more, on or off the job) and will obtain a qualification?

52-53-54 ☐☐☐

Thank you for completing this questionnaire

N O T E

Definitions of Words Used in the Report

Definitions of words used in the report

Young person:	A person under 25 years of age.
Trainer:	A person engaged full or part-time in training activities. Trainers in this report refer to trainers of young people.
Training Manager:	A person who manages the training function; sometimes has a direct training role.
Vocational Training:	Training which gives skills and knowledge to enable a person to work at a professional level.
Initial Training:	Training given to young people before they commence working life.
Trainee:	A person who undergoes training outside school and is given specific skills.
Vocational Training Centres:	Centres, outside the school system, which provide initial or continuing vocational training for young people and adults.

CEDEFOP — European Centre for the Development of Vocational Training

In-company trainers of young people in Irish industry

FAS, Ireland
Brenda McGennis, Liam Scott

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